



WOODMONT MIDDLE

325 N. Flat Rock Road
Piedmont, South Carolina

Grades	6-8 Middle School	
Enrollment	668 Students	
Principal	Gregg Scott	864-355-8500
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Average
2008	Below Average	Below Average
2007	At-Risk	At-Risk
2006	At-Risk	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

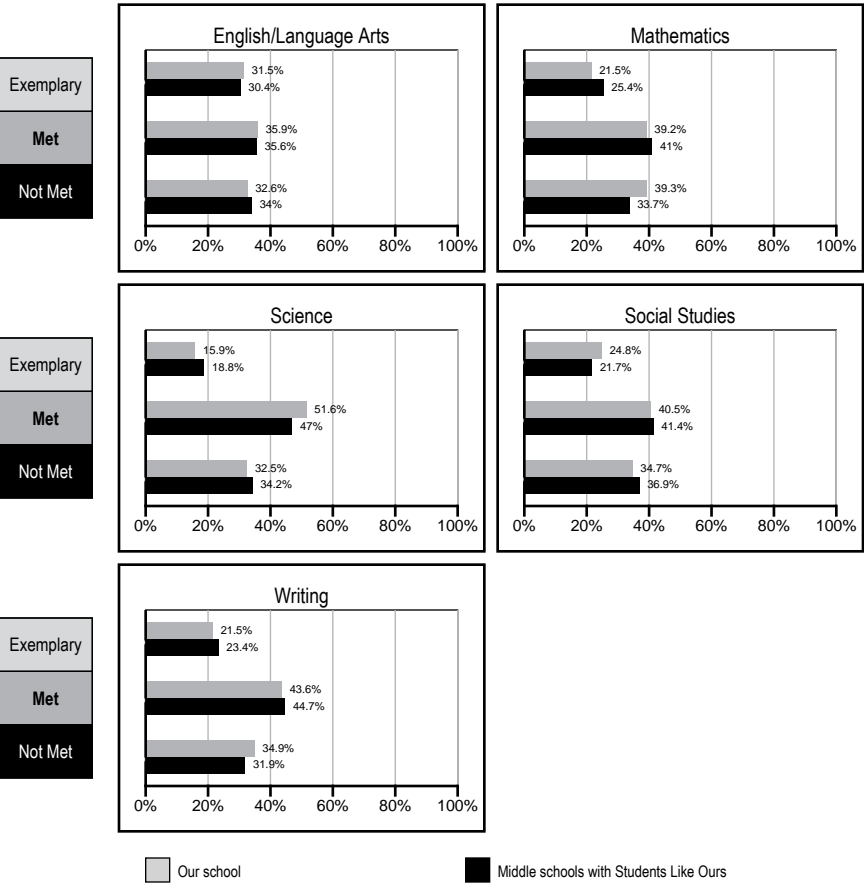
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	3	40	5	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	94.1%	95.6%
English 1	100.0%	96.3%
Physical Science	N/A	82.3%
US History and the Constitution	N/A	N/A
All Subjects	96.1%	95.0%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=668)				
Students enrolled in high school credit courses (grades 7 & 8)	18.8%	Up from 14.9%	24.8%	24.2%
Retention rate	0.4%	Down from 1.5%	0.6%	0.7%
Attendance rate	95.0%	Down from 95.1%	95.6%	95.9%
Eligible for gifted and talented	12.2%	Up from 10.4%	15.2%	16.4%
With disabilities other than speech	16.8%	Down from 18.0%	13.7%	12.0%
Older than usual for grade	2.2%	Up from 1.8%	2.6%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.8%	Up from 0.9%	0.4%	0.5%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=42)				
Teachers with advanced degrees	57.1%	Up from 53.5%	55.1%	58.5%
Continuing contract teachers	90.5%	Up from 79.1%	81.6%	80.0%
Teachers with emergency or provisional certificates	10.5%	Down from 12.5%	4.4%	4.0%
Teachers returning from previous year	73.5%	Up from 69.9%	84.3%	84.6%
Teacher attendance rate	96.7%	Up from 94.0%	95.1%	95.4%
Average teacher salary*	\$47,792	Up 1.9%	\$45,280	\$46,561
Professional development days/teacher	14.9 days	Up from 13.2 days	10.7 days	10.2 days
School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	25.7 to 1	Down from 26.2 to 1	20.9 to 1	21.1 to 1
Prime instructional time	91.8%	Up from 88.9%	90.0%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.8%	Up from 93.8%	98.1%	98.1%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil**	\$7,600	Up 17.6%	\$7,808	\$7,802
Percent of expenditures for instruction**	56.8%	Down from 61.6%	64.2%	63.8%
Percent of expenditures for teacher salaries**	54.7%	Down from 57.7%	60.1%	60.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Woodmont Middle School enjoyed another great year of academic success in 2009-2010. We completed our first 5-year International Baccalaureate evaluation in April 2010. In addition, we continued the implementation of benchmark tests in the core academic subjects this year. The data was analyzed to help drive classroom instruction.

The International Baccalaureate Programme (IB) is a driving force in the school. This program is a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world. This enables the students to become critical and reflective thinkers. The IB Programme is student centered as highlighted through our Student-Led Conferences in the fall and our Cultural Night Extravaganza in May.

Increasing literacy skills and a love of reading was a focus across the building this year. As the research validates, the more a child reads, the more he/she builds vocabulary and increases fluency and comprehension. In addition, these same students perform better on standardized tests, as well as develop a love for reading. With that in mind, we implemented our second annual school wide reading initiative this year. Our school-wide reading initiative, "Read It," began in the fall of 2009. Our goal was for the faculty and students at Woodmont Middle to read a half a million pages by May 2010. The students and faculty rose to the occasion by reading a total of 562,681 pages, exceeding our goal. The success culminated with an assembly for students in which our principal and other staff members performed music for the students.

This year we increased our enrichment opportunities for students. Our students participated in activities such as Beta Club, Book Club, Future City Club, Yearbook Club, Art Club, Michelin Mentor Program, YMCA Youth in Government, and middle school sports.

We are extremely appreciative of the support we have received from the parents and community of Woodmont Middle School. Through our continued partnership and commitment to our students, we are sure to continue on the path to create life long learners.

Mr. Gregg Scott, Principal
Mrs. Phyllis Prince, School Improvement Council Co-Chairperson
Mr. Robert Prince, School Improvement Council Co-Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	42	204	47
Percent satisfied with learning environment	85.7%	62.2%	83.0%
Percent satisfied with social and physical environment	92.9%	68.0%	70.2%
Percent satisfied with school-home relations	61.9%	77.6%	70.2%

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress NO

This school met 19 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.2%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.8%	0.0%	No
Student attendance rate	95.0%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	676	100	33.5	36.4	30.1	77.8	84.7	83.5	Yes	Yes
Gender										
Male	360	100	43	35	22	70	81.3	80.1	N/A	N/A
Female	316	100	22.4	37.9	39.7	86.9	88.3	87	N/A	N/A
Racial/Ethnic Group										
White	365	100	27.9	36.5	35.6	84	90	89.6	Yes	Yes
African American	269	100	42	35.2	22.8	69.6	73.4	74.6	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	94.3	92.7	I/S	I/S
Hispanic	31	100	31	55.2	13.8	75.9	78.4	79.6	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	89.7	85.1	I/S	I/S
Disability Status										
Disabled	112	100	78.5	16.8	4.7	36.4	53.3	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	16	100	31.3	50	18.8	68.8	78.7	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	455	100	38.5	38	23.6	73.3	76.1	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	676	100	41.1	40.2	18.7	72.9	82	80.4	Yes	Yes
Gender										
Male	360	100	48.4	36.8	14.8	67.7	80.5	78.4	N/A	N/A
Female	316	100	32.8	44.1	23.1	79	83.5	82.5	N/A	N/A
Racial/Ethnic Group										
White	365	100	37.4	40.4	22.3	75.4	87.7	87.8	Yes	Yes
African American	269	100	48.4	39.6	12	67.2	68.4	69.3	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	94.9	93.5	I/S	I/S
Hispanic	31	100	34.5	41.4	24.1	86.2	78.3	78.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	79.5	83.2	I/S	I/S
Disability Status										
Disabled	112	100	N/A	N/A	N/A	30.8	46.1	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	16	100	31.3	43.8	25	93.8	79.2	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	455	100	48.6	37.5	13.9	68	72.9	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	445	100	32.5	51.6	15.9	67.5	70.6	67.3
Gender								
Male	233	100	40.6	43.8	15.7	59.4	70.1	66.9
Female	212	100	23.4	60.4	16.1	76.6	71.1	67.7
Racial/Ethnic Group								
White	240	100	26.7	55.3	18	73.3	80.2	79.6
African American	179	100	38.1	48.8	13.1	61.9	50.4	49.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	86.4	84.4
Hispanic	20	100	50	27.8	22.2	50	60.1	59.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	76.3	69.5
Disability Status								
Disabled	80	100	74.7	24	1.3	25.3	33.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	60.6	58.6
Socio-Economic Status								
Subsidized meals	306	100	37.4	51.4	11.2	62.6	57.1	55.4

Social Studies								
All Students	446	99.8	34.7	40.5	24.8	65.3	73.2	70.9
Gender								
Male	249	100	39.8	36.8	23.4	60.2	72.8	70.1
Female	197	99.5	28.2	45.3	26.5	71.8	73.7	71.7
Racial/Ethnic Group								
White	236	99.6	32.6	40.8	26.6	67.4	79.8	79.2
African American	182	100	39.9	40.5	19.6	60.1	57.9	58.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	86.9	86.8
Hispanic	20	100	22.2	50	27.8	77.8	67.8	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	69.8	71.2
Disability Status								
Disabled	77	100	75.3	23.3	1.4	24.7	40	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	11	100	9.1	63.6	27.3	90.9	69	68
Socio-Economic Status								
Subsidized meals	308	99.7	40.6	40.9	18.5	59.4	61.6	60.8

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	683	99.6	34.5	43.8	21.6	65.5	74	72.1	95	96.2
Gender										
Male	367	99.5	45.9	42.4	11.8	54.1	67.2	65.2	94.5	96.2
Female	316	99.7	21.4	45.6	33	78.6	81.1	79.2	95.6	96.3
Racial/Ethnic Group										
White	369	99.7	31.4	44	24.6	68.6	81.6	80.8	94.4	96.1
African American	273	99.6	39.4	45.7	15	60.6	58.6	59.7	95.8	96.2
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	88.8	87	95.9	97.5
Hispanic	30	96.7	39.3	32.1	28.6	60.7	63.1	64.6	94.7	96.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	74.7	73.4	95	94.8
Disability Status										
Disabled	115	98.3	88.1	11	0.9	11.9	29.5	27.7	93.9	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.6
English Proficiency										
Limited English Proficient	15	100	43.8	25	31.3	56.3	62.9	63.7	95.1	97
Socio-Economic Status										
Subsidized meals	460	99.6	40.8	42.9	16.4	59.2	61.1	61.9	94.4	95.6

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	208	100	34.5	41.2	24.2	65.5
	7	236	100	37.2	42.3	20.5	62.8
	8	206	99.5	29.3	43.5	27.2	70.7
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	232	100	24.3	43.2	32.4	75.7
	7	215	100	36.6	34	29.4	63.4
	8	229	100	40.3	31.3	28.4	59.7
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	208	100	37.6	45.4	17	62.4
	7	236	100	39.5	42.8	17.7	60.5
	8	206	99.5	39.1	48.4	12.5	60.9
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	232	100	31.5	42.8	25.7	68.5
	7	215	100	49.5	36.1	14.4	50.5
	8	229	100	43.6	41.2	15.2	56.4
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	107	100	39.4	51.5	9.1	60.6
	7	236	100	37.7	45.6	16.7	62.3
	8	103	100	25.5	46.8	27.7	74.5
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	115	100	35.8	55	9.2	64.2
	7	215	100	30.4	55.7	13.9	69.6
	8	115	100	33	40.6	26.4	67

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	101	100	18.9	53.7	27.4	81.1
	7	236	100	47.4	28.4	24.2	52.6
	8	102	100	31.1	44.4	24.4	68.9
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	117	100	16.8	54	29.2	83.2
	7	215	99.5	42.3	34	23.7	57.7
	8	114	100	40	38.1	21.9	60
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	213	100	34.5	45.5	20	65.5
	7	236	100	39	48.6	12.4	61
	8	210	99.1	34.6	48.1	17.3	65.4
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	239	99.6	32.9	43.4	23.7	67.1
	7	213	99.5	35.6	41.2	23.2	64.4
	8	231	99.6	35.4	46.7	17.9	64.6

Abbreviations for Missing Data

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